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att: Riccardo Gaudino, Director of Research cell. 415.933.4742

History–Social Science Framework Field Review Draft Chapter 1

Chapter 1: Introduction to the Framework

The children of California will spend their lives in the twenty-first century. As educators we have the responsibility of preparing these children for the challenges of living in a fast-changing society. Their lives, like ours, will be affected by domestic and international politics, economic flux, technological developments, demographic shifts, and the stress of social change. The only prediction that can be made with certainty is that the world of the future will be characterized by continuity and change. The study of continuity and change is, as it happens, the main focus of the history–social science curriculum. The knowledge provided by these disciplines enables students to appreciate how ideas, events, and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies. History–social science as a discipline is a subject where students can develop the skills and proficiencies necessary for success in the twenty-first century.

As educators in the field of history–social science, we want our students to perceive the complexity of social, economic, and political problems. We want them to have the ability to differentiate between what is important and what is unimportant. We want them to know their rights and responsibilities as American citizens. We want them to understand the meaning of the Constitution as a social contract that defines our democratic government and guarantees our individual rights. We want them to respect the right of others to differ with them. We want them to take an active role as citizens and to know how to work for change in a democratic society. We want them to understand the value, the importance, and the fragility of democratic institutions. We want them to realize that only a small fraction of the world's population (now or in the past) has been fortunate enough to live under a democratic form of government, and we want them to understand the conditions that encourage democracy to prosper. We want them to develop a keen

sense of ethics and citizenship. We want them to develop respect of all persons as equals regardless of ethnicity and beliefs. And we want them to care deeply about the quality of life in their community, their nation, and their world.

The object of the history–social science curriculum is to set forth, in an organized way, the knowledge and understanding that our students need to function intelligently now and in the future. Those who prepared this framework believe that knowledge of the history–social science disciplines (history, geography, economics, political science, anthropology, psychology, sociology, and the humanities) is essential in developing individual and social intelligence; preparing students for responsible citizenship; comprehending global interrelationships; and understanding the vital connections among past, present, and future. Without the knowledge and skills that these disciplines convey, our students will be buffeted by changes that are beyond their comprehension. But with a firm grounding in history and the related disciplines, they should have the capacity to make wise choices in their own lives and to understand the swift-moving changes in state, national, and world affairs.

In addition to the knowledge that our students will acquire by studying the human past, they should gain a deep understanding of individual and social ethics. This framework emphasizes concern for our students' ethical understanding in every grade. We want students to see the connection between ideas and behavior, between the values and ideals that people hold and the ethical consequences of those beliefs. Students should realize that tragedies and triumphs have resulted from choices made by individuals. They should recognize that ideas and actions have real consequences—that history, in other words, is not simply the ebb and flow of impersonal forces but is shaped and changed by the ideas and actions of individuals and governments. We study history to learn from the sometimes painful, sometimes exhilarating, often humdrum experiences of those who preceded us. We want our students to understand how people in other times and places have grappled with fundamental questions of truth, justice, and personal responsibility and to ponder how we deal with the same issues today. By studying the humanities and examining the ideas of great thinkers, major religions, and principal philosophical traditions, our students will reflect on the various ways that people have struggled throughout time with ethical issues

and will consider what the consequences are for us today.

The 13 years of study in which our children are engaged from kindergarten through grade twelve are barely time enough for the educational tasks to be accomplished. Our highly complex society needs well-educated minds and understanding hearts; it needs men and women who understand our political institutions and are prepared to assume the responsibilities of active citizenship. Our students need to understand our history, our institutions, our ideals, our values, our economy, and our relations with other nations in the world. It is commonplace to acknowledge that we live in an interdependent world and function in a global economy. Specifically, we want our students to learn about the cultures, societies, and economic systems that prevail in other parts of the world and to recognize the political and cultural barriers that divide people as well as the common human qualities that unite them.

This framework represents an effort to strengthen education in the history–social science curriculum, rooted in the *History–Social Science Content Standards*, while building on the best practices contained in previous frameworks. The distinguishing characteristics of this framework are as follows:

1. The framework and standards are centered in the chronological study of history. History, placed in its geographic setting, establishes human activities in time and place. History and geography are the two great integrative studies of the field. The Historical and Social Sciences Analysis Skills include an emphasis on chronological and spatial thinking, critical thinking, and historical interpretation skills that are to be integrated with the content at every grade level. In examining the past and present, students should recognize that events and changes occur in a specific time and place; that historical change has both causes and effects; and that life is bounded by the constraints of place. Throughout this curriculum, the importance of the variables of time and place, when and where, history and geography, is stressed repeatedly.
2. The framework and standards propose both an integrated and correlated approach to the teaching of history–social science. The teacher is expected to integrate the teaching of history with the other humanities and the social science disciplines. The teacher is also expected to work with teachers from other fields, such as the language arts, science, and the visual and performing arts, in order to

achieve correlation across subjects. This is consistent with the interdisciplinary expectation of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, which state that the development of student literacy skills is a shared responsibility of English language arts teachers collaborating with teachers in other content areas. Within the context of this framework, history is broadly interpreted to include not only the political, economic, and social arrangements of a given society but also its beliefs, religions, culture, arts, architecture, law, literature, sciences, and technology.

3. The framework and standards emphasize the importance of history as a story well told. Whenever appropriate, history should be presented as an exciting and dramatic series of events in the past that helped to shape the present. The teacher should endeavor to bring the past to life and to make vivid the struggles and triumphs of men and women who lived in other times and places. The story of the past should be lively and accurate as well as rich with controversies and forceful personalities. While assessing the social, economic, political, and cultural context of events, teachers must never neglect the value of good storytelling as a source of motivation for the study of history.
4. The framework and standards emphasize the importance of enriching the study of history with the use of literature, both literature *of* the period and literature about the period. Teachers of history and teachers of the language arts must collaborate to select representative works. Poetry, novels, plays, essays, documents, inaugural addresses, myths, legends, tall tales, biographies, and religious literature help to shed light on the life and times of the people. Such literature helps to reveal the way people saw themselves, their ideas and values, their fears and dreams, and the way they interpreted their own times.
5. The framework and standards includes a curricular approach for the early grades (kindergarten through grade three) that recognizes the minimalization of time allotted to history–social science instruction in these grades. Because of this, and the need for deeper content to hold the interest of children, this framework proposes enrichment of the curriculum for these grades. While the

neighborhood and the region provide the field for exploratory activities related to geography, economics, and local history, the students will read, hear, and discuss biographies, myths, fairy tales, and historical tales to fire their imagination and to whet their appetite for understanding how the world came to be as it is. Instruction in these grades includes the development of skills that are necessary for the further study of history–social science, and other subjects, in later grades.

6. The framework and standards emphasize the importance of studying major historical events and periods in depth as opposed to superficial skimming of enormous amounts of material. This emphasis on depth over breadth is also a central component of the Common Core. The Historical and Social Sciences Analysis Skills require students to examine and understand the causation behind historical events and to learn to approach their studies in the same way that historians and social scientists do. The integrated and correlated approach proposed here requires time; students should not be made to feel that they are on a forced march across many centuries and continents. The courses in this framework identify specific eras and events that are to be studied in depth so that students will have time to use a variety of nontextbook materials, to think about what they are studying, and to see its rich detail and broad scope.
7. The framework proposes a sequential curriculum, based upon the content and skills provided in the *History–Social Science Content Standards*, in which knowledge and understanding are built up in a carefully planned and systematic fashion from kindergarten through grade twelve. The sequential development of instruction that proceeds chronologically through the grades will minimize gaps in students' knowledge and avoid unnecessary repetition of material among grade levels. Teachers at each grade level will know the history and social science content and skills their students have studied in previous years. At each grade level, some time will be designated for review of previously studied chronological periods and topics, such as the foundations of the American democratic system, with attention to differing themes, concepts, or levels of understanding.

8. The framework and standards incorporate a multicultural perspective throughout the history–social science curriculum. They call on teachers to recognize that the history of the community, state, region, nation, and world must reflect the experiences of men and women; lesbian, gay, bisexual, and transgender individuals; persons with disabilities; and members of different racial, religious, and ethnic groups. California has always been a state of many different cultural groups, just as the United States has always been a nation of many different cultural groups. The experiences of all these groups are to be integrated at every grade level in the history–social science curriculum. The framework embodies the understanding that the national identity, the national heritage, and the national creed are pluralistic and that our national history is the complex story of many peoples and one nation, of *e pluribus unum*, and of an unfinished struggle to realize the ideals of the Declaration of Independence and the Constitution.
9. The framework and standards include three years of world history in the curriculum (at grades six, seven, and ten), organized chronologically. While emphasizing the centrality of Western civilizations as the source of American political institutions, laws, and ideology, the world history sequence stresses the concept of global interdependence. Special attention is to be paid to the study of non-Western societies in recognition of the need for understanding the history and cultures of Asian, African, and other non-Western peoples. At each grade level, the world history course should integrate the study of history with the other humanities.
10. The framework and standards emphasize the importance of the application of ethical understanding and civic virtue to public affairs. At each grade level, the teacher of history and the social sciences will encourage students to reflect on the individual responsibility and behavior that create a good society, to consider the individual’s role in how a society governs itself, and to examine the role of law in society. The curriculum provides numerous opportunities to discuss the ethical implications of how societies are organized and governed, what the state owes to its citizens, and what citizens owe to the state. Major historical controversies and events offer an appropriate forum for discussing the ethics of political decisions and for reflecting on individual

and social responsibility for civic welfare in the world today.

11. The framework and standards encourage the development of civic and democratic values as an integral element of good citizenship. From the earliest grade levels, students should learn the kind of behavior that is necessary for the functioning of a democratic society. They should learn sportsmanship, fair play, sharing, and taking turns. They should be given opportunities to lead and to follow. They should learn how to select leaders and how to resolve disputes rationally. They should learn about the value of due process in dealing with infractions, and they should learn to respect the rights of the minority even if this minority is only a single, dissenting voice. These democratic values should be taught in the classroom, in the curriculum, and in daily life outside school. Whenever possible, opportunities should be available for participation and for reflection on the responsibilities of citizens in a free society.
12. The framework and standards support the frequent study and discussion of the fundamental principles embodied in the United States Constitution and the Bill of Rights. In addition to the customary three years of United States history in grades five, eight, and eleven and the course in “Principles of American Democracy” in grade twelve, the history–social science curriculum places a continuing emphasis on democratic values in the relations between citizens and the state. Whether studying United States history or world history, students should be aware of the presence or absence of the rights of the individual, the rights of minorities, the right of the citizen to participate in government, the right to speak or publish freely without governmental coercion, the right to freedom of religion, the right to trial by jury, the right to form trade unions, and other basic democratic rights.
13. The framework and standards encourage teachers to present controversial issues honestly and accurately within their historical or contemporary context. History without controversy is not good history, nor is such history as interesting to students as an account that captures the debates of the times. The Historical and Social Sciences Analysis Skills include an emphasis on the skill of historical interpretation at all grade levels. Students should understand that the events in history

provoked controversy as do the events reported in today's headlines. Students should try to see historical controversies from the different perspectives of participants. These controversies can best be portrayed by using primary sources, such as newspapers, court decisions, and speeches that represent different views. Students should also recognize that historians often disagree about the interpretation of historical events and that today's textbooks may be altered by future research. Through the study of controversial issues, both in history and in current affairs, students should learn that people in a democratic society have the right to disagree, that different perspectives have to be taken into account, and that judgments should be based on reasonable evidence and not on bias and emotion.

14. The framework and standards acknowledge the importance of religion in human history. When studying world history, students must become familiar with the basic ideas of the major religions and the ethical traditions of each time and place. Students are expected to learn about the role of religion in the founding of this country because many of our political institutions have their antecedents in religious beliefs. Students should understand the intense religious passions that have produced fanaticism and war as well as the political arrangements developed (such as separation of church and state) that allow different religious groups to live amicably in a pluralistic society.
15. The framework and standards propose that critical thinking skills be included at every grade level. The evaluation of historical research, evidence, and point of view is a part of the Historical and Social Sciences Analysis Skills that are to be integrated with the content standards at each grade. Students should learn to detect bias in print and visual media; to recognize illogical thinking; to guard against propaganda; to avoid stereotyping of group members; to reach conclusions based on solid evidence; and to think critically, creatively, and rationally. These skills are to be taught within the context of a curriculum that offers numerous opportunities to explore examples of sound reasoning and examples of the opposite.

16. The framework and standards support a variety of content-appropriate teaching methods that engage students actively in the learning process. Local oral history projects, writing projects, debates, simulations, role playing, dramatizations, and cooperative learning are encouraged, as is the use of technology to supplement reading and classroom activities and to enrich the teaching of history and social science. Video resources, computer software, and newly emerging forms of educational technology can provide invaluable resources for the teaching of history, geography, economics, and the other disciplines.
17. The framework and standards provide opportunities for students' participation in school and community service programs and activities. Teachers are encouraged to have students use the community to gather information regarding public issues and become familiar with individuals and organizations involved in public affairs. Campus and community beautification activities and volunteer service in community facilities such as hospitals and senior citizen or day care centers can provide students with opportunities to develop a commitment to public service and help link students in a positive way to their schools and communities.

The California Common Core State Standards and History–Social Science Instruction

The adoption of the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS For ELA/Literacy)* will have an impact on classroom instruction in history–social science even in those grade levels where instruction is separated by content area. The CA CCSS for ELA/Literacy do not replace the existing California history–social science standards, nor are they intended to simply add to the long list of things that history–social science teachers are already expected to teach in their classrooms. Rather, the CA CCSS for ELA/Literacy acknowledge that student literacy and language skill development is a task that extends across disciplines and is not just limited to the language arts classroom.

The following passage from the *English Language Arts/English Language Development Framework* describes the collaborative intent behind the CA CCSS for ELA/Literacy:

The cross-disciplinary nature of the standards, exemplified by the specific standards for literacy in history/social studies, science, and technical subjects for grades six through twelve, and the emphasis on informational text across all grades, are unique in the history of standards development. Teachers and school leaders will need to engage in an unprecedented level of collaboration and coordination in order to achieve their intent. “The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade six and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them” (NGA/CCSSO 2010, 3).

The full text of the Literacy Standards for History/Social Studies for Reading and Writing for grades 6–12 are included in this framework in the appropriate grade-level narrative sections. There are no separate Literacy Standards for kindergarten through grade five, as they are integrated into the regular English language arts content standards at those grades.

The CA CCSS for ELA/Literacy also call for a greater emphasis on informational text, especially in high school, with the understanding that students will be exposed to the majority of that informational text in their subject-area classrooms outside of specific language arts instruction (California State Board of Education 2013, 4). The CA CCSS for ELA/Literacy bolsters the position of the history–social science teacher, as it specifically references important American founding documents such as the Constitution and the Bill of Rights, as well as various important speeches, essays, and narratives by historical figures. With the new ELA standards emphasizing the importance of informational text across the curriculum, the history–social science teacher can expect students who are better prepared for the rigors of historical thinking and analysis when they make it to their classroom.

History–social science teachers should familiarize themselves with the CA CCSS for ELA/Literacy. Most teachers will find that the skills called for in the CA CCSS for ELA/Literacy are the same skills that they have been teaching in their history–social science classrooms for years. And there are many areas of overlap between the CA CCSS in the areas of informational text and literacy in history/social studies and the *California History–Social Science Content Standards*.

For example, here is a reading standard for informational text for grades 11–12 from the CA CCSS for ELA Literacy:

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

While here is a standard from the *California History–Social Science Standards’* Principles of American Democracy course for grade 12:

12.1.5. Describe the systems of separated and shared powers, the role of organized interests (Federalist *Paper Number 10*), checks and balances (Federalist *Paper Number 51*), the importance of an independent judiciary (Federalist *Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.

It is clear that these standards are not asking for exactly the same thing, despite the shared reference to the *Federalist*. However, both are asking students to be able to read a piece of informational text and derive meaning from it. In order to gain the historical understanding called for in standard 12.1.5., students must first be able to read and understand the text as outlined in Informational Text Standard 4.

California Department of Education

Chapter 2: Goals and Curriculum Strands

The goals of this *History–Social Science Framework* fall into three broad categories: Knowledge and Cultural Understanding, incorporating learnings from history and the other humanities, geography, and the social sciences; Democratic Understanding and Civic Values, incorporating an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities; and Skills Attainment and Social Participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.

None of these goals is developed wholly independent of the rest. All interact within this curriculum based on the *History–Social Science Content Standards*, including the Historical and Social Sciences Analysis Skills. Study skills and critical thinking skills, for example, are developed at each grade level through challenging studies in history and the other humanities, geography, and the social sciences. Democratic understanding and civic values are enriched through an understanding of the history of the nation’s institutions and ideals. Civic participation requires political knowledge and incurs ethical choice.

The learnings contained in this curriculum can be enriched in countless ways. However, teachers and curriculum developers should be aware that for each of the three major goals, some essential learnings are integral to the development of this history–social science curriculum. These basic learnings serve as curriculum strands, unifying this curriculum across all grade levels, kindergarten through grade twelve. These basic learnings are first introduced at the primary grade levels, in terms that young children understand, and then regularly reappear in succeeding years, each time deepened, enriched, and extended.

These curriculum strands are a constant in every grade level, not options to be added or dropped from one year to the next. At every grade level, teachers will be expected to integrate and correlate these strands as part of their teaching of the history–social science curriculum.

In the sections that follow, each of the three goals is presented, together with its basic learnings serving as curriculum strands.

[History–Social Science K–12 Goals and Curriculum Strands Wheel is inserted here.]

Goal of Knowledge and Cultural Understanding

The goal of knowledge and cultural understanding is pursued by developing students' literacy in history and the other humanities (including ethics), geography, economics, sociology, and political science. The knowledge that students are expected to gain in each grade level of study is described in the *History–Social Science Content Standards*. Certain essential learnings are integral to the development of each of these literacy strands.

Historical Literacy

To develop historical literacy, students must:

Develop research skills and a sense of historical empathy. The study of history involves the imaginative reconstruction of the past. Ideally, students should have a sense of what it was like to be there, to realize that events hung in the balance, that people living then did not know how things ultimately would turn out. Through the use of primary sources, such as historical documents and artifacts, students will be able to reconstruct the past and the actions and thoughts of a people. As students become better readers and improve their skills in evaluating historical research, evidence, and point of view, they should learn to critique primary and secondary sources, looking for bias in the author's perspective, evaluating the credibility of the author, and distinguishing between fact and opinion. Students should also be able to distinguish between opinions based on intuition or impression and interpretations based on evidence. Through their analysis of primary sources, students will come to a deeper understanding of events and the people who experienced them. Historical empathy is much like entering into the world of a drama, suspending one's knowledge of "the ending" in order to gain a sense of another era and living with the hopes and fears of the people of the time. In every age, knowledge of the humanities helps to develop a keen sense of historical empathy by allowing students to see through the eyes of people who were there.

Students should understand that each event in the past took place within its own historical context, and they should recognize that civilizations share common features across time and distance, yet also have their own unique aspects.

Understand the meaning of time and chronology. History inescapably deals with the dimension of time. The development of student skills in chronological and spatial thinking is an integral component of the standards-based curriculum. Children must learn the meaning of such terms as decade, generation, century, and so on. As they grow more mature, students should learn not only when events occurred but also what else was happening at the same time in that society and elsewhere. To define a moment in time (and place) for study is to select a particular set of possibilities and constraints. Chronology defines relationships in time, and students should learn how major events relate to each other in time so that the past is comprehensible rather than a chaotic jumble of disconnected occurrences.

Analyze cause and effect. Integral to the study of history are efforts to understand why things happened and with what consequences; that is, to interpret causes and effects. Historical interpretation is a key component of the Historical and Social Sciences Analysis Skills at every grade level. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurred. Students should learn to tell the difference between a cause and a correlation. They also need to understand that the study of causes and effects does not yield cut-and-dried answers because historical interpretation is speculative and subject to change.

Understand the reasons for continuity and change. Most of the major events studied in history are examples of change, but it is no less important to recognize why things do not change; in other words, students should understand the sources of continuity. In retrospect certain changes appear to have been inevitable, but students will miss the drama of history if they do not realize that things might have turned out otherwise. What ideas, traditions, and values explain the absence of change? What combination of ideas and events explains the emergence of new patterns?

Recognize history as common memory, with political implications. Throughout recorded time, societies have used their history as a vehicle for maintaining their identity as a people and a nation. The

study of history allows people to explain and transmit their ideas and traditions to the younger generation. In tightly controlled societies the historical record may be altered to redefine public consciousness of the past and to regulate the public's loyalties; in democratic societies the historical record is open to debate, revision, conflicting interpretations, and acknowledgment of past mistakes.

Understand the importance of religion, philosophy, and other major belief systems in history. The content standards outline the major philosophical and religious topics that students will study throughout the history-social science curriculum. To understand why individuals and groups acted as they did, we must see what values and assumptions they held, what they honored, what they sought, and what they feared. By studying a people's religion and philosophy as well as their folkways and traditions, we gain an understanding of their ethical and moral commitments. By reading the texts that people revere, we gain important insights into their thinking. The study of religious beliefs and other ideological commitments helps explain both cultural continuity and cultural conflict.

Ethical Literacy

To develop ethical literacy, students must:

Recognize the sanctity of life and the dignity of the individual. At the core of ethical teaching is respect for each person as a unique individual. Governmental policies that disregard the value of human life or that condone inhuman practices are unethical. The curriculum offers many opportunities to explore human rights as an ethical issue.

Understand the ways in which different societies have tried to resolve ethical issues. Students should examine the major religious and philosophical traditions in Western and non-Western societies, particularly in their efforts to establish standards of behavior and values for achieving the good life and the good society.

Understand that the ideas people profess affect their behavior. Students should understand the connection between ideas and actions, between ideology and policy, between policy and practice. Whether they are studying the Holocaust or slavery or some other instance of inhumanity, students should recognize the ethical implications of ideology.

Realize that concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place. Students should be aware of slave revolts in ancient times; of individuals, such as (but not limited to) Mohandas K. Gandhi, who led popular movements for freedom; of Bishop Desmond Tutu, Nobel laureate and outspoken opponent of apartheid; of those who risked their lives to save Jews during the Holocaust; of dissidents who risked their lives to reveal the gulags in the former U.S.S.R.; Nobel Peace Prize laureate Al Gore, for his efforts in leading the fight against human-initiated climate change; and of historic documents such as the United Nations' Universal Declaration of Human Rights.

Cultural Literacy

To develop cultural literacy, students must:

Understand the rich, complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy. Cultural literacy includes but is not limited to knowledge of the humanities. True cultural literacy takes many years to develop, whether one is a student of a foreign country or a student of one's own society. Students should not be under the illusion that they truly know another society as a result of studying it for a few weeks or even for a year. At the very least they should learn how difficult it is to master a culture and should be encouraged to recognize that education is a lifelong process.

Recognize the relationships among the various parts of a nation's cultural life. Mature students should come to appreciate the ways that a nation's literature and arts react to and comment on events in its political and social development and also should study and appreciate the interactions among a nation's governmental system, economic structure, technology, arts, and press. None of the elements of a culture exists in a vacuum, and students will come to understand the connections as they develop a deeper knowledge of the constituent parts.

Learn about the mythology, legends, values, and beliefs of a people. Ideas are important; to understand a society, students must perceive what its members believe about themselves, what stories

and tales explain their origins and common bonds, what religious tenets embody their ethical standards of justice and duty, what heroes capture their imagination, what ideals inspire their sense of purpose, and what visual images portray their idea of themselves as a people.

Recognize that literature and art shape and reflect the inner life of a people. Artists and writers tend to have sensitive antennae. In their work, artists and writers record the hopes, fears, aspirations, and anxieties of their society. A culture cannot be fully understood without knowledge of the poems, plays, dance, visual art, and other works that express its spirit.

Develop a multicultural perspective. Students should learn from their earliest school years that our nation is composed of people whose backgrounds are rooted in cultures around the world. They should take pride in their own cultural heritages and should develop a multicultural perspective that respects the human dignity of all people and an understanding of different cultures and ways of life.

Geographic Literacy

To develop geographic literacy, students must:

Develop an awareness of place. Geography is fundamentally concerned with the study of place. Historical and contemporary events have occurred in particular places, and generally there are reasons for those events unfolding as they did. To understand human events, students must first understand the characteristics of the places in which those events occurred. Physical characteristics of a place include its landforms, water bodies, climate, soils, natural vegetation, and animal life. Human characteristics include the population; the full array of human activities and settlement patterns on the land; the ideological, religious, and philosophical beliefs of its people; and their political and social institutions. In describing a place, students should be able to identify its physical and human characteristics and to explain how these features are interrelated to form the unique character of that place. Through this curriculum students should learn about the earth's continents, the significant countries and cities, the dominant landscape features of the earth, and the physical and cultural contexts in which these places exist.

Develop locational skills and understanding. To study geography, students must be able to use map and globe skills to determine absolute locations in terms of the map grid; determine directions on the earth's

surface; measure distances between places; and interpret information available through the map's legend, scale of miles, and symbolic representations.

Students also should be able to judge the significance of the relative location of a place. They should, for example, learn to judge the importance to a settlement of location on a natural harbor or in a fertile river valley, close to a major economic resource, along a major trade route, or in proximity to major markets. As students mature in their geographic thinking, they should learn to analyze how the relative location of a place confers important advantages or disadvantages, consider how these relative advantages or disadvantages can change over time, and determine how such changes have influenced the course of human history in that place.

Understand human and environmental interaction. One of the most dynamic aspects of geographic education is the study of the ways people and environments interact in the human modification of the landscape. From the earliest grade levels, students can examine how people in their neighborhood and locality are “changing the land” by tearing down old structures and building new ones, converting agricultural lands to urban use, or turning desert lands into agricultural oases. Later, students learn that this process of environmental modification in the development of cities, resort areas, and farmlands has been a dominant theme throughout human history. Geographic systems are in constant flux because of both physical and human influences. Natural resources gain value only through human need, and human need changes over time. Students should develop understanding of the major environmental issues confronting modern societies and of the consequences, intentional and unintentional, of human decisions that affect the environment. Study of the Environmental Principles and Concepts that are part of the Education and the Environment Initiative will illustrate these key ideas (see Appendix D).

Understand human movement. Humans have been on the move since the beginning of history. Students can observe how early humans migrated from place to place in quest of food, water, and security. Students can analyze how, later in history, great migrations carried people from one continent to another in the search for places of greater opportunity. They should understand major patterns of domestic and international migration, changing environmental preferences and settlement patterns, and the frictions

that develop between population groups from broadly distinct cultural regions. Students should also analyze how much of the landscape of cities and countryside is today marked by transportation networks providing for the continual movement of goods, people, ideas, and information throughout a globally interdependent world. For geographers, this theme is vital because movement promotes the diffusion of ideas, technological innovations, and goods and thereby sets change in motion.

Understand world regions and their historical, cultural, economic, and political characteristics.

Geographers cannot deal with all the earth at once. For that reason, the concept of region has developed. In this curriculum a local neighborhood may be studied as a region largely composed of Asian or Hispanic immigrants. A Puritan New England colony may be studied as a region largely defined by religious affiliation. Renaissance England or post-World War II America are examples of politically defined regions. The Pacific Basin nations and nations of the North Atlantic Alliance are regions of economic, political, and cultural interaction.

An understanding of major Western and non-Western regions is crucial if students are to appreciate the growing interdependence and global complexity of their world.

Economic Literacy

To develop economic literacy, students must:

Apply economic reasoning when using scarce resources. Students must understand that people choose because resources are insufficient to achieve all of our goals, that all choices involve costs, and that using resources in one way means sacrificing using them in another way. They must learn to apply cost-benefit analysis to all aspects of their lives.

Understand how they influence the economy and how the economy influences them. Using economic reasoning, students should see themselves in the economics course. They should learn how supply and demand determine prices in all markets and the key roles of profit as a motivator and competition as a regulator. They should recognize their roles as buyers and sellers in product markets and understand the importance of their skills and knowledge in influencing their incomes in labor markets. They should

understand financial markets and recognize the effect of interest rates on all sectors of the economy.

Students should be able to apply the principles that they learn and the economic tools of analysis to make informed personal, social, and political decisions.

Understand the basic economic goals, performance, and problems of our society. Students analyze broad economic and political goals such as freedom of choice, efficiency, equity, economic security and stability, and distribution of benefits and costs as well as more narrow economic goals such as full employment, price stability, and economic growth. They will develop analytical skills to assess economic issues and proposed government policies in light of these goals. They will learn to describe and evaluate the performance of the nation's economy. They will examine local, state, national, and global issues of the nation's mixed economy, including (1) the paradox of scarcity amidst plenty; (2) the persistence of poverty in a generally productive economy; (3) inflationary and deflationary pressures and their effects on real incomes of different groups; (4) the relationship between improvement of human capital, worker productivity, real income, and productivity; (5) the benefits, costs, distributive effects, and intended and unintended consequences of government programs.

Understand the different characteristics of today's mixed economies. Beginning in elementary school, students should be introduced to the basic processes through which market economies function and to the growing network of markets and prices that reflect shifting supply and demand conditions in a market economy. In later years students should be able to compare the origins and differentiating characteristics of today's mixed economic systems which combine components of pure socialist and pure market economies. Students should understand how each system addresses the use of scarce resources in the production, consumption, and distribution of desired goods and services. They should investigate the different emphases that societies place on the goals mentioned above, recognizing the trade-offs that exist. They should understand how incentives in different economic systems influence people's actions including the role of property rights in a market economy. They should analyze the relationships of the economic, social, and political systems in different economies.

Understand the global economy. Students investigate and analyze (1) the organization and significance

of the international economic system for themselves and others; (2) the distribution of wealth and resources among nations; (3) the struggle of the poor around the world to achieve a better standard of living and the causes and proposed solutions to world poverty; (4) the interdependence of households, workers, national and transnational businesses, and governments in a global economy; and (5) the external benefits and costs of the global economic system.

Recognize that school is their investment in their human capital. In the early years, students should be able to apply economic reasoning to their own goals. They should recognize that successful participation in the global economy requires their investment in their human capital. As they continue in school, they should be aware of their growing skills and knowledge and begin to envision the ways in which their investment will help them achieve their economic and financial goals. The emphasis on twenty-first century skills in this framework will help students develop the skills necessary for success in adult life.

Apply economic principles and analytical skills to the study of the human experience. The study of economics does not begin in the twelfth grade course, but in kindergarten and is developed throughout the grades. From kindergarten through grade twelve students will learn cost-benefit analysis and other skills of economic analysis and combine them with historical, geographic, and political analysis skills to develop a rich and complete understanding of the human experience. To fully understand past, present, and future societies, students must begin early.

Understand how financial literacy is a necessary skill for success in life. Students should realize how important their personal economic decisions will be in shaping the course of their own lives. In their study of economics throughout the grade-level curriculum, they should learn about savings and budgeting, credit cards and other forms of consumer debt, investment and retirement planning, and similar topics. They should be aware of financial hazards such as excessive debt, the ways that fees and other penalties can be hidden in economic transactions, and identity theft, and how to avoid those hazards.

Sociopolitical Literacy

To develop sociopolitical literacy, students must:

Understand the close relationship between social and political systems. To understand the political system of a society, students must also understand the social system. The two systems are interrelated, with the social values of a society reflected in its political institutions. By the time they reach grade ten, students normally are ready to examine social and political relationships; to analyze how social status, social mobility, political power, and prestige are distributed within a society; and to analyze how these factors affect the opportunities that are available to men and women of all walks of life and of all ethnic and racial backgrounds.

Understand the close relationship between society and the law. To understand a society, one must understand the relationship between the society and its laws. In studying the United States, for example, students should come to understand that important public issues and controversies that are not resolved within the social institutions of the society regularly make their way into the political system and the courts for their ultimate resolution. Students should observe that in recent years every major social issue, whether civil rights, equal educational opportunity, abortion, or criminal justice, has reached the courts. They should come to understand that the interpretations of the Constitution reached by the courts are the result of human decisions, which are influenced by changing perceptions of the fit between constitutional principles and social realities. They also should come to understand how judicial decisions, in turn, influence society's goals and values, its institutions, and the attitudes of individual citizens.

Understand comparative political systems. Students should learn about the differences between democratic and nondemocratic political systems, and they should be able to describe the critical characteristics of each system. In analyzing contemporary and historical societies, students should critically examine such questions as how governments gain power over people and land; to what extent power is allocated among citizens and between citizens and government; how governmental power is limited, maintained, and transferred; what protections exist against the abuse of that power; and what provisions exist for the protection of individual and minority rights and freedoms, an independent judiciary and press, and the processes of constitutional choice and the consent of the governed. Finally, students should consider the significance of all the foregoing to the lives of individual citizens.

Goal of Democratic Understanding and Civic Values

The curricular goal of democratic understanding and civic values is centered on an essential understanding of the nation's identity and constitutional heritage; the civic values that form the foundation of the nation's constitutional order and promote cohesion between all groups in a pluralistic society; and the rights and responsibilities of all citizens.

National Identity

To understand this nation's identity, students must:

Recognize that American society is and always has been pluralistic and multicultural, a single nation composed of individuals whose heritages encompass many different national and cultural backgrounds. From the first encounter between indigenous peoples and exploring Europeans, the inhabitants of the North American continent have represented a variety of races, religions, languages, and ethnic and cultural groups. With the passage of time, the United States has grown increasingly diverse in its social and cultural composition. Teachers have an obligation to instill in students a sense of pride in their individual heritages and a sense of respect for those of other students. Students must recognize that whatever our diverse origins may be, we are all Americans.

Understand the American creed as an ideology extolling equality and freedom. The American creed is derived from the language and values found in the Declaration of Independence, the Constitution, and the Bill of Rights. Its themes are echoed in patriotic songs such as "America the Beautiful" ("... and crown thy good with brotherhood, from sea to shining sea") and "America" ("... from every mountainside, let freedom ring"). The creed provides the unifying theme of the memorable discourse of Martin Luther King, Jr., "I Have a Dream": "I have a dream that one day this nation will rise up and live out the true meaning of its creed: *We hold these truths to be self-evident, that all men are created equal....* This will be the day when all of God's children will be able to sing with new meaning 'My Country, 'Tis of Thee, Sweet Land of Liberty....'" Students should learn the radical implications of such phrases as "all men are created equal" and study the historic struggle to extend to all Americans the constitutional guarantees of equality and freedom.

Recognize the status of minorities and women in different times in American history. Students should be aware of the history of prejudice and discrimination against members of ethnic and cultural minorities; lesbian, gay, bisexual, and transgender individuals; and women, as well as efforts to establish equality and freedom. Students should understand how different minorities were treated historically and should see historical events from a variety of perspectives.

Understand the unique experiences of immigrants from Asia, the Pacific islands, and Latin America. Students should examine the cultural, political, and economic sources of contemporary immigration from these areas to understand the changing demography of California and the United States. Attention should be paid to the contributions of immigrants from Asia, the Pacific islands, and Latin America to life and culture in the United States.

Understand the special role of the United States in world history as a nation of immigrants. The multicultural, multiracial, multiethnic, multireligious character of the United States makes it unusual among the nations of the world. Few, if any, nations can match the United States when compared on a scale of social heterogeneity; few, if any, have opened their doors so wide to immigration and provided such relatively easy access to full citizenship. At the same time, students should analyze periodic waves of hostility toward newcomers and recognize that the nation has, in different eras, restricted immigration on the basis of racial, ethnic, or cultural grounds.

Realize that true patriotism celebrates the moral force of the American idea as a nation that unites as one people the descendants of many cultures, races, religions, and ethnic groups. The American story is unfinished, for it is a story of ideals and aspirations that have not yet been realized. It is a story that is in the making; its main characters are today's students, their parents, and their friends. Unlike other historical events that are wholly in the past, this is a story whose beginning can be traced to the nation's founding and whose outcome rests in the students' hands.

Constitutional Heritage

To understand the nation's constitutional heritage, students must:

Understand the basic principles of democracy. Students need to understand the central dilemma that

confronts all societies and the basic principles that guide the democratic resolution of that dilemma: how to endow civil government with enough power to govern efficiently and yet to limit that power to protect against the tyranny of government and its infringement on the property rights and liberty of individual citizens. Students need to understand how the Founding Fathers of this nation struggled with these issues and, writing in the context of the American Enlightenment and their religious traditions, framed a Constitution of principles that created a democratic form of government; instituted the rule of law over rulers and the ruled alike; and conferred the basic guarantees of a free society through such fundamental mechanisms as representative government, separation of powers, a system of checks and balances, and limitations on terms of office.

Students also need to understand the principle that democratic government exists for the people and that the people rule through the processes of constitutional choice and consent of the governed. At the same time, students must understand the importance of protecting the rights of minorities against the tyranny of majority rule. They need to develop appreciation for the guarantees provided in the Bill of Rights and for the importance of a democratic system's procedural rules that ensure, for example, due process, a free press, periodic elections, and the peaceable change of government. Students also should understand how the Constitution has been amended and improved over time.

Understand the historical origins of basic constitutional concepts such as representative government, separation of powers, and trial by jury. Students need to develop an understanding of the concepts of constitutional government in their historical context. They should examine key documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Fundamental Orders of Connecticut, as milestones in the development of democratic government. They need to study also those ideas of the Enlightenment that influenced the authors of the Constitution, especially the ideas of John Locke on natural rights and on the social and government contract; of Charles-Louis Montesquieu on the character of British liberty and the institutional requirements for its attainment; and of Oliver Cromwell's Commonwealth Tradition. Students should understand that the ideas and writings of the leading thinkers of the European Enlightenment were widely quoted in the colonies and that these ideas and writings were

discussed by Whigs and Tories alike. This historical context is important for students to understand because it explains the importance of the Constitution as the most enduring monument of the American Enlightenment.

Civic Values, Rights, and Responsibilities

To understand civic values, rights, and responsibilities, students must:

Understand what is required of citizens in a participatory democracy. Students must develop an understanding of the qualities required of citizens in a participatory democracy. They need to understand, for example, that a democratic society depends on citizens who will vote and participate actively in their local, state, and national governments, take individual responsibility for their own ethical behavior, control inclinations to aggression, and attain a certain level of civility on their own by choosing to live by certain higher rules of ethical conduct. Students need to understand why a democracy needs citizens who value give-and-take on issues, who do not feel it necessary to go to war over every idea, and who seek the middle ground on which consensus and cooperation can flourish.

Students need also to understand that the democratic process ensures its citizens a field of fair play so one can gracefully accept the loss of a debate or an election on the certain knowledge that there is always the chance to compete again. These are essential insights for students to acquire, for they are the basis for peaceful elections in a democracy, for the orderly transfer of power, and for the readiness of winners and losers alike to join ranks behind the candidate elected in a fair contest. Finally, students need to develop a deep and abiding commitment to democratic values in their individual and social behavior.

Understand individual responsibility for the democratic system. Students need to understand the inherent strengths of the democratic system. But they also need to ponder its fragile nature and the processes through which democracies perish: through erosion of democratic protections; through lack of effective leadership or governance; through indifference of citizens to their rights and responsibilities under the Constitution and the Bill of Rights; through lack of will or courage; through selfishness and alienation; and through usurpation of power by tyrants or antidemocratic extremist groups. Students need to develop an appreciation for the informed commitment a democracy requires of its citizens to maintain

its basic freedoms. They need to understand that critical thinking and independence of mind are essential characteristics of citizens in a free society and that education develops the critical intelligence necessary for good citizenship. Students need to understand the importance to a democracy of citizens who are willing to vote regularly, participate actively in government, think critically and creatively about issues, confront the unresolved problems of the society, and work through democratic processes toward the fuller realization of its highest ideals in the lives and opportunities of all its citizens.

Goal of 21st Century Skills Attainment and Social Participation

The curricular goal of 21st century skills attainment and social participation is pursued by developing students' participation skills, critical thinking skills, and basic study skills. These skills are essential for students' academic, professional, and personal success. The course narratives in this framework and the other supporting chapters contain numerous suggestions for lessons and other activities that support the development of these skills.

Participation Skills

While the ability to work with others is an asset in any society, it is a requirement for citizenship in a democracy. Democratic government depends on citizens who are actively involved as well as informed. Civic competence requires the skills that make joint effort and effective cooperation possible. It also requires a willingness to work for the common good. As a major conduit by which the democratic heritage is passed to each new generation, the history–social science curriculum must promote the learning of skills that lead to civic competence.

To participate effectively in society, students need to:

Develop personal skills. Among the personal skills that students should develop are sensitivity to the needs, problems, and aspirations of others; expression of their personal convictions; recognition of personal biases and prejudices, such as the stereotyping of members of a particular group; understanding of people as individuals rather than as stereotypes; the ability to develop and implement creative solutions to problems; and the adjustment of one's behavior to work effectively with others.

Develop group interaction skills. Among the group interaction skills that students should develop are willingness to listen to the differing views of others and be flexible; ability to participate in making decisions, setting goals, and planning and taking action in a group setting; leadership skills and the willingness to follow; skills of persuading, compromising, debating, negotiating, and resolving conflicts; and ability to confront controversial issues in ways that work toward reasoned solutions free of aggressions that destroy group relations.

Develop social and political participation skills. Among the social and political participation skills that students should develop are ability to identify issues that require social action; commitment to accept social responsibilities associated with citizenship; willingness to work to influence those in political power to preserve and extend justice, freedom, equity, and human rights; willingness to assume leadership roles in clarifying goals and mobilizing groups for political action; and willingness to accept the consequences of one's own actions.

Critical Thinking Skills

The skills involved in critical thinking enable students to question the validity and meaning of what they read, hear, think, and believe. This skill is a central component of the Historical and Social Sciences Analysis Skills, which have students evaluating and analyzing information at every grade level of the history–social science curriculum, examining data in more depth and complexity with each year of study. Critical thinking requires a questioning mind and a skeptical withholding of assent about the truth of a statement until it can be critically evaluated. While such skills are developed through everyday living as well as by schooling, the history–social science classroom is an especially appropriate setting for developing such skills. The ability to think critically about public issues, evaluate candidates for office, and assess decisions of government officials is an essential attribute of good citizenship in a democratic society. Students learn critical thinking skills by confronting issues, evaluating sources and evidence for bias and point of view, and writing analytical commentaries. In reading documents and other original materials, students have an opportunity to interpret the writer's language and to extract meaning. When original texts such as the Declaration of Independence, the Constitution, or the Seneca Falls Declaration

are read to supplement or replace the textbook, critical discussion and thinking are promoted. Writing about the subject matter of history and social science gives students valuable experience in thinking through their ideas and articulating them.

The following critical thinking skills are to be developed in the context of the history–social science curriculum:

Identify and distinguish arguments. Included in these skills is the ability to identify central issues or problems, to determine which information is relevant, to make distinctions between verifiable and unverifiable information or between essential and incidental information, and to formulate appropriate questions leading to a deeper and clearer understanding of an issue.

Evaluate information related to a problem. This skill requires ability to distinguish among fact, opinion, and reasoned judgment; to determine whether statements are consistent with one another and with the context from which they are taken; to identify unstated assumptions; and to recognize stereotypes, clichés, bias, prejudice, and slanted language.

Construct and test hypotheses. Included in these skills are the ability to decide whether the information provided is sufficient in quality and quantity to justify a conclusion; to evaluate debates concerning alternative interpretations of a historical event or contemporary problem; to test conclusions or hypotheses; and to predict probable consequences of an event, a series of events, or a policy proposal.

Basic Study Skills

Basic study skills are the skills that students must have in order to acquire knowledge; they are skills that make formal education possible. The basic skills learned in other subjects translate effectively to the study of history–social science, and in turn the historical and social science analysis skills can inform student work in areas such as language arts and science. The most basic skills of the history–social science fields involve obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment, skills with a broad application in other subjects. The skills also include the ability to discuss and debate and the ability to write a well-reasoned and well-organized essay. These skills are outcomes of a well-constructed program, and they take time and practice to develop. Examples of

practice include sustained reading and sustained writing. In their work throughout the history–social science curriculum, students will practice the grade-level skills outlined in the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*.

The basic skills of history–social science include the ability to:

- 1.Acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials.
- 2.Locate, select, and organize information from written sources, such as books, periodicals, government documents, encyclopedias, and bibliographies.
- 3.Retrieve and analyze information from online sources by using computers, or from other sources using electronic media.
- 4.Read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons.
- 5.Understand the specialized language used in historical research and social science disciplines.
- 6.Organize and express ideas clearly in writing and in speaking.

Overview of the Course Descriptions

The course descriptions that follow provide an integrated and sequential development of the goals of this curriculum. Specific learning activities are included in these course descriptions, but they are intended to be illustrative. Imaginative teachers will create their own curricular activities to engage student participation. Specific works of literature are included in these course descriptions, but these too are meant to be illustrative. Annotated bibliographies in the *History–Social Science Course Models, Kindergarten Through Grade Twelve* (www.history.ctaponline.org), the Recommended Literature: Prekindergarten Through Grade Twelve online database maintained by the California Department of Education, and the suggestions for literature and informational text in the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*

will provide a broad range of readings to enrich these studies, including appropriate selections for English learners.

Implementation of this integrated and correlated curriculum requires cooperative planning among teachers from different subject areas, as well as teacher librarians, and should promote team teaching and other collaborative strategies. Teachers should draw on community resources, a wide variety of books, computer software, videotapes, and other visual materials. In addition to presenting subjects for class discussion, teachers should provide for students' active learning through experiences such as civic participation, community service, debates, role playing, simulations, mock trials, collaborative and individual projects, preparation of local and oral histories, and mapping activities.

This curriculum bridges the barriers between the related disciplines and enables students to see the relationships and connections that exist in real life. The measure of its success will lie not only in test scores but also in the extent to which students develop empathetic insight into the life of other times and places, as well as enlightened understanding of their own time and place. The titles of courses for kindergarten through grade twelve are as follows:

Kindergarten—Learning and Working Now and Long Ago

Grade One—A Child's Place in Time and Space

Grade Two—People Who Make a Difference

Grade Three—Continuity and Change

Grade Four—California: A Changing State

Grade Five—United States History and Geography: Making a New Nation

Grade Six—World History and Geography: Ancient Civilizations

Grade Seven—World History and Geography: Medieval and Early Modern Times

Grade Eight—United States History and Geography: Growth and Conflict

Grade Nine—Elective Courses in History–Social Science

Grade Ten—World History, Culture, and Geography: The Modern World

Grade Eleven—United States History and Geography: Continuity and Change in Modern United States

History

Grade Twelve—Principles of American Democracy (One Semester)

and Economics (One Semester)

The United States and World History Courses

The curriculum departs from current practice by significantly increasing the time allocated to chronological history. The three courses in United States history (grades five, eight, and eleven) and the three courses in world history (grades six, seven, and ten) have the following characteristics:

1.Beginning with grade six, each course in this series contributes to students' learning of

historical chronology. The course in grade six emphasizes the ancient world to 500 CE. The grade seven course continues world history through medieval and early modern times, 500–1789 CE. The grade eight course establishes the new American nation in the context of the European Enlightenment, with which the grade seven course just concluded, and emphasizes the years 1783–1914. The grade ten course emphasizes the modern world, 1789 to the present day. The grade eleven course emphasizes United States history in the twentieth century. This interplay between world and United States history helps students recognize the global context in which their nation's history developed and allows teachers to illustrate events that were developing concurrently throughout the world.

2. Each course gives major emphasis to a selected historical period that students will study in

depth. The accompanying chart illustrates the periods to be emphasized in these courses. By limiting the years to be studied in each course, this plan provides the time needed to develop these studies in depth and makes it more likely that students will retain what they have learned. These outcomes cannot be achieved through the superficial treatment that results from rushing across the whole of United States or world history in one survey course.

3.Beginning with grade seven, each course provides for a review of learnings from earlier

grade levels. Each of these courses begins with one or more review units. The purpose of these

units is not to cover everything that was studied in earlier years but to review selectively some essential historical antecedents of the period under study. In all of these reviews, the purpose is not to retread old ground but to develop some deeper understandings that were not possible when students were younger. These review units ensure that learnings of the ancient world will be reinforced in grades seven and ten and that learnings of the medieval and early modern worlds will be reinforced in grades eight, ten, and eleven. Learnings of our nation's seventeenth and eighteenth century beginnings are reinforced in grades eight and eleven.

4.Each course provides opportunities to link the past with the present. In the United States history sequence, the courses in grades five and eight both include links to the present day by expanding on the major themes of American democracy. In the world history sequence, the courses in grades six and seven give recurrent attention to the contributions of the past to the modern world. In grades ten and eleven, students are brought to the present day through studies of the great changes of the twentieth and twenty-first centuries that shaped the world in which students live.

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Grade Eight—United States History and Geography: Growth and Conflict

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students will view American history through the lens of a people who were trying—and are still trying—to make

Students review the major events and ideas leading to the American War for Independence that they studied in fifth grade. Readings from the Declaration of Independence guide students to discuss these questions: What are “natural rights” and “natural law”? What did Jefferson mean when he wrote that “all

men are created equal” and “endowed by their Creator with certain unalienable rights”? What were the “Laws of Nature” and “Nature’s God” to which Jefferson appealed? To deepen student understanding of and engagement in these foundational arguments, teachers employ classroom debates and town hall meeting activities where students are asked to both define and defend the arguments of the framers. Students pay close attention to the moral and political ideas of the Great Awakening and their effects on the lives of many Americans. In emotional sermons, ministers offered a more egalitarian relationship between believers and their God that appealed to many races and classes. Excerpts from primary-source documents such as sermons by George Whitefield and Jonathan Edwards demonstrate for students the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course will also This year’s study of American history begins with a selective review of significant developments of the colonial era with emphasis placed on the founding of democratic institutions founded in Jewish and Christian religious thinking, in Enlightenment philosophy, and English parliamentary traditions; the development of an economy based on agriculture, commerce, and handicraft manufacturing; and the emergence of major regional differences in the colonies.explore the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.

The Development of American Constitutional Democracy

..... how the Great Awakening also influenced the development of revolutionary fervor and moral thinking of the time.

Students become familiar with the debates between Whigs and Tories, the major turning points in the War for Independence, and the contributions of George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and other leaders of the new nation. Students learn about the significance that the American Revolution had for other nations, especially France, which later had its own revolutionary experience that had profound implications for Europe and the world.

By reviewing the historical context, students understand the shaping of the Constitution and the nature of the government that it created. Students should review the major ideas of the Enlightenment and the origins of constitutional and self-government in the Magna Carta, the English Bill of Rights of 1689, the Mayflower Compact, the Virginia House of Burgesses, and the New England town hall meeting. This background will help students appreciate the framers' efforts to create a government that was neither too strong (because it might turn into despotism) or too weak (as the Articles of Confederation proved to be). Thomas Jefferson's Statute for Religious Freedom introduces students to an examination of the origins, purpose, and differing views of the Founding Fathers on the issue of the separation of church and state.

Students read, discuss, and analyze excerpts from the document written at the Constitutional Convention in Philadelphia. They consider the issues that divided the Founding Fathers and examine the compromises they adopted. Several compromises preserved the institution of slavery; namely, the three-fifths rule of representation, the slave importation clause, and the fugitive slave clause. Why were these provisions so important to southern delegates? Why were these contradictions with the nation's ideals adopted? What were their long-term costs to people of African descent and to the nation? To analyze these issues, students must recognize that the American Revolution had transformed slavery from a national to a sectional institution and that nine out of ten American slaves lived in the South. In addition, students discuss the status of women in this era, particularly with regards to voting and the ownership of property. Teachers organize classroom activities that require students to both articulate and defend the positions of the founders through Constitutional Convention simulations, written editorials summarizing the positions of the delegates, and speculate as to the outcome of the compromises reached in the final documents. Teachers may also consider assigning Steven H. Jaffee's *Who Were the Founding Fathers? Two Hundred Years of Reinventing American History* or William C. Lowe's *Blessings of Liberty: Safeguarding Civil Rights* to deepen student understanding of the era.

The American colonial struggle for independence occurred in a global framework. The following questions can help students consider this perspective: How did the American Revolution alter the relationships between the United States and American Indians? More specifically, how did the alliances

and treaties made by American Indians affect their relationships with both the Patriots and the British?

How did American calls for independence inspire other nations, such as France and the French colony of Haiti?

Students recognize as well the great achievements of the Constitution: (1) it created a democratic form of government based on the consent of the governed—a rarity in history; and (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests through a system of checks and balances based on the separation of power into three branches of government, and by providing a process of amendment to adapt the Constitution to the needs of a changing society. Students study how the Constitution provided for the participation of citizens in the political process, but they should be aware of who actually participated at the time that the United States was founded.

The Early Republic

In this unit students consider the new nation's leaders who faced enormous challenges through this difficult period; for example, Washington, Jefferson, Madison, Hamilton, and Adams. Despite coming together to form a new nation, there remained significant divisions within the new United States. The conflicts between two views of how the newly independent country should move forward, articulated by Thomas Jefferson and Alexander Hamilton, resulted in the emergence of a two-party system. These two parties had differing views on foreign policy, economic policy including the National Bank, and the interpretation of the Constitution. In addition to these internal divisions within the government, the United States had to confront more fundamental challenges to its authority (such as Shays' Rebellion and the Whiskey Rebellion). The new nation also had to demonstrate its viability on the international stage, and in 1812 it fought a war with Great Britain and confirmed U.S. sovereignty.

Territorial expansion and its consequences proved to be an ongoing source of conflict and debate for the new nation. The passage of the Northwest Ordinance set up a process for adding new states to the country and placed a limit on the spread of slavery, but this expansion also brought Americans into increased conflict with American Indian nations. While the Ordinance stated that, "The utmost good faith

shall always be observed towards the Indians,” students learn that the reality was often different.

Students can discuss the belief of the nation’s founders that the survival of a democratic society depends on an educated people. They analyze the connection between education and democracy symbolized in the Northwest Ordinance and in Jefferson’ dictum, “If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” Students may survey the types of education received in church schools, dame schools, and at home. Preparing editorials for period newspapers, classroom debates, and classroom speeches encourages students to consider the variety of educational systems in a democracy.

Students also examine the economic and social lives of ordinary people in the new nation, including farmers, merchants, laborers, and traders; women; African Americans, both slave and free; and American Indians. Reading excerpts from works by James Fenimore Cooper, Washington Irving, Olaudah Equiano, and Abigail Adams, in addition to studying the writing, music, and art of this era will help bring this period alive and establish the origins of American identity.

The Divergent Paths of the American People: 1800–1850

This unit points to the nation’s regional development in the Northeast, South, and West. Each region encompassed distinct geography, economic focus, and demographic composition. However, the growth of the market economy and the faster movement of people, commerce, and information increasingly connected each region of the nation to the others. Throughout this study students should be encouraged to view historical events empathetically as though they were there, working in places such as mines, cotton fields, and mills.

The Northeast. The industrial revolution in the Northeast had important repercussions throughout the nation. Inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how people lived and worked. Skilled craftspersons were replaced by mechanized production in shops, mills, and factories, so well depicted by Charles Dickens in his *American Notes* and in the letters written by young women who left home to work

in the mills of Lowell, Massachusetts. These women organized strikes and labor organizations to petition against wage cuts and petitioned the state legislature for shorter hours. Teachers may use historical fiction, such as *Lyddie* by Katherine Paterson, to illustrate the working lives of mill women. This was a period of dramatic urbanization, as immigrants flocked to the cities, drawn by the “pull” factor of economic opportunity. The Great Irish Famine can be studied as an example of a “push” factor that affected the flow of immigrants to the United States. At the same time, the small African American population in the Northeast moved toward freedom, as the American Revolution initiated a long process of emancipation and indenture in this region. African Americans continued to occupy circumscribed social, economic, and political positions but created institutions to advance their rights and develop their communities, such as the African Methodist Episcopal Church founded by Richard Allen, Absalom Jones, and others in 1816.

Periods of boom and bust created both progress and poverty. In response to the strains brought about by rapid industrialization, an age of reform began that made life more bearable for the less fortunate and expanded opportunities for many. Students reflect upon what life was like for young people in the 1830s in order to appreciate Horace Mann’s crusade for free public education for all. Students read and analyze excerpts from original documents explaining the social and civic purposes of public education. Typical schoolbooks of the period may be used with attention to their elocution exercises, moral lessons, and orations (for example, *The Columbian Orator*). Role playing also enables students to reenact life in a mill, factory, or Lancastrian school. Other impulses for reform could be found in transcendentalism and individualism, as represented by the writings of Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow.

Students review the legal and economic status of women and learn about the major impetus given to the woman’s rights movement by leaders such as Susan B. Anthony and Elizabeth Cady Stanton. They should read and discuss the Seneca Falls Declaration of Sentiment and compare it with the Declaration of Independence. Noting the intersection between the woman’s rights movement and the abolitionist movement, students can study the efforts of educators such as Emma Willard and Mary Lyon to establish

schools and colleges for women. Students also explain the major campaigns to reform mental institutions and prisons by vividly portraying the prevalent conditions. Students study the work of Dorothea Dix and the significance of Charles Finney as the leader of the Second Great Awakening, inspiring religious zeal, moral commitment, and support for the abolitionist movement. Students may examine the relationship of these events to contemporary issues by considering the question of why periods of reform arise at certain historical moments.

As a link to the next region of study, students can explore the interdependence between the slave South and the industrial North. During the American Revolution, northern states had begun a slow process of emancipation while their southern counterparts, with the invention of the cotton gin, became increasingly tied to a slave-based economy. Northern and western business leaders and national economic institutions, however, continued to derive wealth from the nation's commitment to slavery. Slave labor produced the cotton and raw materials which enabled northern factories and businesses to thrive. This, in turn, spurred a new consumer culture in individual families, connected to the slave-based economy.

The South. During these years, the South diverged dramatically from the Northeast and the West. Its plantation economy depended on a system of slave labor to harvest such cash crops as cotton, rice, sugarcane, and tobacco. The invention of the cotton gin allowed for a dramatic expansion of plantation agriculture across the region. African American slavery, the “peculiar institution” of the South, had marked effects on the region's political, social, economic, and cultural development. Increasingly at odds with the rest of the nation, the South was unable to share in the egalitarian surge of the Jacksonian era or in the reform campaigns of the 1840s. Its system of public education lagged far behind the rest of the nation.

Students learn about the institution of slavery in the South in its historical context. They review their seventh-grade studies of West African civilizations before the coming of the Europeans and compare the American system of chattel slavery, which considered people as property, with slavery in other societies. Students discuss the daily lives of enslaved men and women on plantations and small farms; the economic and social realities of slave auctions that led to the separation of nuclear families and encouraged broad kinship relationships; and the myriad laws: from the outlawing of literacy to restrictions on freedom

gained through emancipation or purchase that marked the lives of American slaves. Amidst the confining world of slavery, the enslaved asserted their humanity in developing a distinct African American culture through retaining and adapting their traditional customs on American soil. While organized revolt was rare, in informal and individual ways, enslaved men and women resisted their bondage. Breaking tools, working slowly, feigning ignorance, and even learning to read and write represented skirmishes in an unacknowledged conflict between the enslaved and the enslaver. When armed revolts were uncovered (Gabriel Prosser in 1800 and Denmark Vesey in 1822) or manifested (the Stono Rebellion in 1739 and Nat Turner in 1831), white Southerners punished the individual perpetrators and often passed more severe laws. Students explore the effects of slave revolt and rebellion upon local and state legislation and relations between enslaved African Americans and free white Southerners.

To provide a more comprehensive understanding of the antebellum South, students study the lives of plantation owners and other white Southerners; the more than 100,000 free African Americans in the South; as well as the laws, such as the fugitive slave laws of 1793 and 1850, that curbed their freedom and economic opportunity. Students also compare the situations of free African Americans in the South and in the North and note that freedom from slavery did not necessarily lead to acceptance and equality.

Students examine the national abolitionist movement that arose during the nineteenth century. Many white Americans, such as Thomas Weld, William Lloyd Garrison, Angelina and Sarah Grimke, and John Brown, actively worked to end slavery in the American South. They wrote news articles and editorials, spoke publicly, boycotted slave-made goods, housed fugitive slaves, and, in the case of John Brown, planned armed conflict. African Americans, free and enslaved, also actively challenged the existence of slavery, both as individuals and through the founding of fraternal organizations, churches, and newspapers. African American abolitionists, including Frederick Douglass, Sojourner Truth, Harriett Jacobs, Charles Remond, Harriet Tubman, and Robert Purvis spoke at public gatherings, penned news articles, petitioned Congress, and assisted in the underground movement to assist escaping slaves. Excerpts from Frederick Douglass's *What the Black Man Wants*, David Walker's *Appeal*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, and Fanny Kemble's *Journal of Residence on a Georgia Plantation*, as well as

excerpts from slave narratives and abolitionist tracts of this period, will bring these people and events alive for students.

The West. The West deeply influenced the politics, economy, mores, and culture of the nation. It opened domestic markets for seaboard merchants; it offered new frontiers for immigrants and discontented Easterners; and it inspired a folklore of individualism and rugged frontier life that has become a significant aspect of our national self-image. The West was a changing region over this period as the country expanded, from the territory opened by the Northwest Ordinance, to the vast lands of the Louisiana Purchase, to the southwestern territories taken from Mexico. The peoples of the West reflected the diversity of the region: American Indians, Mexicans, and Americans. As Americans moved west, they interacted with established societies, both indigenous and those created by earlier colonizers. Students study how the term the “frontier” affected American settlement and development in the West.

The election of Andrew Jackson in 1828 reflected the steady expansion of male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. President Jackson was a symbol of his age. Jacksonian Democracy should be analyzed in terms of its supporters—farmers with small holdings, artisans, laborers, and middle-class businessmen. Frontier life had a democratizing effect on the relations between pioneer men and women. Original documents will show the varied roles played by frontier women such as California’s Annie Bidwell, who promoted women’s rights and worked for social change. Women residing in some western states gained the franchise in the late-nineteenth century, earlier than women in other parts of the nation.

In studying Jackson’s presidency, students debate his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. During this time, Alexis de Tocqueville visited the United States to identify the general principles of American democracy. Students can compare his description of national character in the 1830s as recorded in *Democracy in America* with American life today. Students may also consider Andrew Jackson’s legacy in order to evaluate his reputation as a hero for common people.

Students review the story of the acquisition, exploration, and settlement of the trans-Mississippi West,

from the Louisiana Purchase in 1803 to the admission of California as a state in 1850. This was a period marked by a strong spirit of nationalism and “manifest destiny,” the sense that Americans had a special purpose and divine right to populate the North American continent. To deepen their understanding of the changing political geography and settlement of this immense land, students might read from the journals of the Lewis and Clark Expedition to the Northwest; map the explorations of trailblazers such as Zebulon Pike, Jedediah Smith, Christopher “Kit” Carson, and John C. Fremont; discuss the searing accounts of the removal of Indians and the Cherokees’ “Trail of Tears”; and interpret maps and documents relating to the long sea voyages including around the horn of South America and overland treks that opened the West. Teachers include discussions about the role of the great rivers, the struggles over water rights in the development of the West, and the effect of geography on shaping the different ways that people settled and developed western regions. Students study the northward movement of settlers from Mexico into the great Southwest, with emphasis on the location of Mexican settlements, their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established. Students need this background before they can analyze the events that followed the arrival of westward-moving settlers from the East into these Mexican territories. Students explore the settlement of Americans in northern Mexico and their actions to establish the Republic of Texas. Teachers provide special attention to the Mexican-American War, its territorial settlements, and the war’s aftermath on the lives of the Mexican families who first lived in the region. Students also study the Treaty of Guadalupe Hidalgo and the California Constitution of 1849 and their effects on the lives of Mexicans living within the new United States borders.

The Causes and Consequences of the Civil War

In this unit, students concentrate on the causes and consequences of the Civil War. They should discover how the issue of slavery eventually became too divisive to ignore or tolerate. Ultimately, the nation fractured over the debate about the expansion of slavery into newly annexed western territories and states, especially after the discovery of gold in California. Students review the constitutional compromises that forestalled the separation of the union in the first half of the nineteenth century,

including the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Ostend Manifesto, the Dred Scott case, and the Lincoln-Douglas debates. Students learn about the fundamental challenge to the Constitution and the Union posed by the secession of the southern states and the doctrine of nullification. In addition to studying the critical battlefield campaigns of the war, students use a variety of primary sources to examine the human meaning of the war in the lives of soldiers, free African Americans, slaves, women, and others. Ultimately, enslaved men and women, by fleeing their plantations and seeking refuge among Union forces, contributed to redefining the war as a struggle over their freedom. Teachers pay special attention to the notable events and transformations in Abraham Lincoln's presidency, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses.

The Civil War should be treated as a watershed event in American history. It resolved a challenge to the very existence of the nation, demolished the antebellum way of life in the South, and created the prototype of modern warfare. To understand Reconstruction, students consider the economic and social changes that came with the end of slavery and how African Americans attained political freedom and exercised that power within a few years after the war. Students study the postwar struggle for control of the South and of the impeachment of President Andrew Johnson. A federal civil rights bill granting full equality to African Americans was followed by adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments. Between 1865 and 1877, African-American citizens, newly organized as Republicans, influenced the direction of southern politics and elected 22 members of Congress. Republican-dominated legislatures established the first publicly financed education systems in the region, provided debt relief to the poor, and expanded women's rights. Students examine the Reconstruction governments in the South; observe the reaction of Southerners toward Northern "carpetbaggers" and to the Freedman's Bureau, which sent Northern teachers to educate the ex-slaves; and consider the consequences of the 1872 Amnesty Act and the fateful election of 1876, followed by the prompt withdrawal of federal troops from the South. Students assess what were the successes and failures of Reconstruction.

Students analyze how events during and after Reconstruction raised and then dashed hopes that

African Americans would achieve full equality. They should understand how the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution were undermined by the courts and political interests. They learn how slavery was replaced by black peonage, segregation, Jim Crow laws, and other legal restrictions on the rights of African Americans, capped by the Supreme Court's *Plessy v. Ferguson* decision in 1896 ("separate but equal"). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, popular sentiment, and federal acceptance, which spread outside of the South. Students need to understand the connection between the Reconstruction-era amendments and the civil rights movement of the 1960s. Although undermined by the courts a century ago, these amendments became the legal basis for all civil rights progress in the twentieth century.

The Rise of Industrial America: 1877–1914

The period from the end of Reconstruction to World War I transformed the nation. This complex period was marked by the settling of the trans-Mississippi West, the expansion and concentration of basic industries, the establishment of national transportation networks and new maritime routes, a human tidal wave of immigration from southern and eastern Europe, growth in the number and size of cities, accumulation of great fortunes by a small number of entrepreneurs, the rise of organized labor, and increased American involvement in foreign affairs (for example, through the completion of the Panama Canal). The Gold Rush in California and agricultural labor in Hawaii spurred Chinese, Korean, Japanese, Filipino, Hindu, and Sikh immigration to the United States. Eventually the Chinese Exclusion Act (1882) and the Immigration Act of 1917 greatly limited Asian entry to the United States. California built the immigration station at Angel Island to facilitate the process of Asian admissions. The building of the transcontinental railroad, the destruction of the buffalo, the American Indian wars, and the removal of American Indians to reservations are events to be studied and analyzed. Reading Chief Joseph's words of surrender to U.S. Army troops in 1877 helps students grasp the heroism and human tragedy that accompanied the conquest of this last frontier. By 1912, Arizona had entered the Union as the forty-eighth state,

completing the continental United States.

New technology in the farming, manufacturing, engineering, and producing of consumer goods spurred progress. Mass production, the department store, suspension bridges, the telegraph, the discovery of electricity, high-rise buildings, and the streetcar seemed to confirm the idea of unending progress, only occasionally slowed by temporary periods of financial distress. Leading industrialists of this period, such as Andrew Carnegie and John D. Rockefeller, became the wealthiest men in history and gave back some of that wealth to the nation through their philanthropic activities. Governments promoted business expansion and prosperity through favorable economic policies such as tariffs and land grants. Yet, beneath the surface of the Gilded Age, there was a dark side, seen in the activities of corrupt political bosses; in the ruthless practices of businesses; in the depths of poverty and unemployment experienced in the teeming cities; in the grinding labor of women and children in sweatshops, mills, and factories; in the prejudice and discrimination against African Americans, Hispanics, Catholics, Jews, Asians, and other newcomers; and in the violent repression of labor organizing.

Students also focus on the developing West and Southwest during these years. The great mines and large-scale commercial farming of this region provided essential resources for the industrial development of the nation. California came to play an increasingly significant role in the national economy. Agricultural production accounted for much of the state's early economic growth. Asian farmers and laborers contributed to the development of irrigation systems and farming throughout California. Families from Mexico increasingly provided the labor force for the cultivation of this region. Students study the social, economic, and political handicaps encountered both by immigrants and American citizens of Mexican ancestry. Mexican-American communities confronted serious challenges.

Students examine the importance of social Darwinism as a justification for child labor, unregulated working conditions, and laissez-faire policies toward big business. They consider the political programs and activities of the Grange movement, Populists, Progressives, settlement house workers, muckrakers, and other reformers. They should follow the rise of the labor movement and understand the changing role of government in confronting social and economic conditions.

Literature can deepen students' understanding of the life of this period, including the immigrant experience portrayed in Willa Cather's *My Antonia* and O. E. Rolvaag's *Giants in the Earth*; life in the slums portrayed in Jacob Riis's books; and Mark Twain's *Huckleberry Finn*, unsurpassed as a sardonic commentary on the times.

A New Nation Struggles to Achieve Its Ideals

To understand the sweeping changes that are covered in this period of American history, students consider the ways in which the quests for liberty and freedom have transformed the American populace. The course pays close attention to the opportunities and challenges that have confronted our diverse society. Teachers weave in the recurrent theme of citizenship and voting by emphasizing how these rights and privileges have been contested and reshaped over time. Starting with the freedoms outlined by the framers, students examine the many contributions of Americans seeking to expand civil rights across the country—to move forward in our continuing struggle to become a more perfect union.

Students learn what it means to be a good citizen (obeying laws), a participatory citizen (voting, jury duty, advocating causes) and a socially just citizen (community service, standing up for rights of others). Students will also learn about the process by which people not born in the United States can become citizens, the history of immigration in the United States, and the contributions of immigrants in our country. This analysis of the naturalization process will provide an understanding of the immigration process, enhance students' tolerance of and respect for others, help students develop an appreciation for the diversity of our country, and reinforce lessons of citizenship. Finally, students can participate in service-learning projects that engage them in the democratic process such as planning and participating in such activities as mock elections, associated student body elections and meetings, the naturalization process, voter registration, community service, and National History Day.

History–Social Science Content Standards

Grade Eight

United States History and Geography: Growth and Conflict

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the

First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.

6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the

terms of the first four presidents.

2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants

and the Great Irish Famine).

4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian

democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the

Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.

9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

From: RL Gaudino [mailto:ctb500@yahoo.com]
Sent: Monday, August 24, 2015 7:40 PM
To: Kenneth McDonald
Subject: Re: We are seeing the problem

Yes, the writing has no roots in economic geography,
so it floats - the political science is fake - with no foundation to explain how the construction of
story is growing learning! This disconnection rests in the current reality of ignorance.